



GRADE 12 DIPLOMA EXAMINATION

English 30
Part A: Written Response

June 1984

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**GRADE 12 DIPLOMA EXAMINATION
ENGLISH 30**

PART A: Written Response

GENERAL INSTRUCTIONS

This examination consists of THREE assignments. Complete **ALL** assignments. Read the **WHOLE** examination before you begin to write. Budget your time carefully. Follow instructions carefully.

TOTAL TIME: 2½ hours

SUGGESTED READING TIME: 5 - 10 minutes

MINOR ASSIGNMENT 1: Critical Response Assignment
Suggested time: 15 - 20 minutes
Value: 15% of this examination
Page 4

MINOR ASSIGNMENT 2: Personal Response Assignment
Suggested time: 15 - 20 minutes
Value: 15% of this examination
Page 8

MAJOR ASSIGNMENT: Suggested time: 90 - 105 minutes
(1½ - 1¾ hours)
Value: 70% of this examination
Page 12

You may use a **DICTIONARY** and a **THESAURUS**

Please write revised work in blue or black ink. Do not write your name anywhere in the examination booklet.

Space for **PLANNING**, **DRAFTING**, and **REVISED WORK** is provided.

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JUNE 1984

GRAPHIC IS ONLY ONE OF THE
EXERCISES IN

PART II - WRITING EXERCISES

IN WRITING EXERCISES

THE WRITING EXERCISES IN THIS BOOK ARE DESIGNED TO DEVELOP THE WRITER'S ABILITY TO EXPRESS HIMSELF IN WRITING. THE WRITER IS ENCOURAGED TO WRITE FREELY AND TO EXPRESS HIS OWN THOUGHTS AND FEELINGS IN HIS OWN WORDS.

EXERCISES

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Directions

1. Read “Old Man at the Bridge” and “Opportunity” carefully and thoughtfully before beginning the writing assignments.
2. One purpose of your reading should be to ensure that you understand **WHAT** is being said.
3. Another purpose of your reading should be to ensure that you understand **HOW** the ideas are presented.
4. The minor assignments are on pages 4 and 8. The major assignment is on page 12.
5. Be sure to read the assignments and follow the instructions very carefully.

Reading One

OLD MAN AT THE BRIDGE

This story is set during the Spanish Civil War (1936-1939).

An old man with steel-rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle-deep dust. But the old man sat there without moving. He was too tired to go any farther.

It was my business to cross the bridge, explore the bridgehead beyond and find out to what point the enemy had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there.

“Where do you come from?” I asked him.

“From San Carlos,” he said, and smiled.

That was his native town and so it gave him pleasure to mention it and he smiled.

“I was taking care of animals,” he explained.

“Oh,” I said, not quite understanding.

“Yes,” he said, “I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos.”

He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel-rimmed spectacles and said, “What animals were they?”

“Various animals,” he said, and shook his head. “I had to leave them.”

Continued

I was watching the bridge and the African looking country of the Ebro Delta and wondering how long now it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there.

"What animals were they?"

"There were three animals altogether," he explained. "There were two goats and a cat and then there were four pairs of pigeons."

"And you had to leave them?" I asked.

"Yes." Because of the artillery. The captain told me to go because of the artillery."

"And you have no family?" I asked, watching the far end of the bridge where a few last carts were hurrying down the slope of the bank.

"No," he said, "only the animals I stated. The cat, of course, will be all right. A cat can look out for itself, but I cannot think what will become of the others."

"What politics have you?" I asked.

"I am without politics," he said. "I am seventy-six years old. I have come twelve kilometres now and I think now I can go no further."

"This is not a good place to stop," I said. "If you can make it, there are trucks up the road where it forks for Tortosa."

"I will wait a while," he said, "and then I will go. Where do the trucks go?"

"Towards Barcelona," I told him.

"I know no one in that direction," he said, "but thank you very much. Thank you again very much."

He looked at me very blankly and tiredly, then said, having to share his worry with some one, "The cat will be all right, I am sure. There is no need to be unquiet about the cat. But the others. Now what do you think about the others?"

"Why, they'll probably come through it all right."

"You think so?"

"Why not?" I said, watching the far bank where now there were no carts.

"But what will they do under the artillery when I was told to leave because of the artillery?"

"Did you leave the dove cage unlocked?" I asked.

"Yes."

"Then they'll fly."

"Yes, certainly they'll fly. But the others. It's better not to think about the others," he said.

"If you are rested I would go," I urged. "Get up and try to walk now."

"Thank you," he said and got to his feet, swayed from side to side and then sat down backwards in the dust.

"I was taking care of animals," he said dully, but no longer to me. "I was only taking care of animals."

There was nothing to do about him. It was Easter Sunday and the Fascists were advancing towards the Ebro. It was a gray overcast day with a low ceiling so their planes were not up. That and the fact that cats know how to look after themselves was all the good luck that old man would ever have.

Ernest Hemingway

Reading Two

OPPORTUNITY

This I beheld, or dreamed it in a dream:
There spread a cloud of dust along a plain;
And underneath the cloud, or in it, raged
A furious battle, and men yelled, and swords
Shocked upon swords and shields. A prince's banner
Wavered, then staggered backward, hemmed by foes.
A craven¹ hung along the battle's edge,
And thought, "Had I a sword of keener steel —
That blue blade that the king's son bears — but this
Blunt thing — !" he snapt and flung it from his hand,
And lowering crept away and left the field.
Then came the king's son, wounded, sore bestead,²
And weaponless, and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatched it, and with battle-shout
Lifted afresh he hewed his enemy down,
And saved a great cause that heroic day.

Edward Rowland Sill

¹craven — coward

²sore bestead — unable to help himself

Section I: Minor Assignments

1. Critical Response Assignment (Suggested time: 15 - 20 minutes)

The story “Old Man at the Bridge” is told by a soldier who is directly involved in the action. What is the soldier’s attitude toward the old man? What is the soldier’s attitude toward his own role in the situation? Refer to details in the story to support your statements but DO NOT RETELL the story.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 6.

Critical Response Assignment

REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 7.

Critical Response Assignment

PLANNING AND DRAFTING

Critical Response Assignment

REVISED WORK

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Section I: Minor Assignments

2. Personal Response Assignment (Suggested time: 15 - 20 minutes)

When an individual chooses a course of action, he is likely to do so on the basis of beliefs he holds. The king's son and the craven in the poem, and the soldier and the old man in the story, each act on the basis of personal belief. Choose ONE of these characters with whom you can identify. What do that character's actions suggest about his beliefs? Why are that character's beliefs acceptable to you?

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 10.

Personal Response Assignment

PLANNING AND DRAFTING

Personal Response Assignment

REVISED WORK

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Section II: Major Assignment (Suggested time: 90 - 105 minutes)

Many characters in literature, like the prince in Sill's poem "Opportunity," accept and overcome circumstances that threaten them. Others, like the craven in "Opportunity," avoid circumstances that threaten them. Still others, like the old man and the soldier in Hemingway's story "Old Man at the Bridge," are unable to control the way their lives are affected by circumstances, yet do their best to fulfil their responsibilities.

The Assignment

FROM THE LITERATURE YOU HAVE STUDIED IN YOUR SENIOR HIGH ENGLISH CLASSES, select TWO characters who are SIMILAR to ANY of the four characters from the story and poem presented in this examination. Briefly explain that similarity. Next, compare the ways in which the characters you have selected from your studies deal with the circumstances that confront them. In your comparison, explain the consequences of the actions chosen by each of your selected characters, and express your opinion about each character's choice of action.

Read the guidelines on page 13 before proceeding.

Guidelines for Writing

1. **FROM THE LITERATURE YOU HAVE STUDIED IN YOUR SENIOR HIGH ENGLISH CLASSES**, select any two characters whose reactions to circumstances are interesting to you, and between whom there are grounds for comparison. Be sure that the characters you select are comparable to characters from the readings. **Remember, a comparison may involve a discussion of both similarities and differences.**
2. The characters you choose may be from poems, films, short stories, plays, novels, or other literature you have studied in your high school English classes.
3. Decide how each of the characters selected from the literature you have studied reacts to circumstances. Decide what motivates each to react as he does.
4. Determine the consequences of the course of action each of your characters adopts.
5. Develop a supported opinion about the behavior of each of your characters.
6. Decide on an appropriate method of development for your composition. Organize your material so that your ideas will be illustrated with appropriate and effective supporting detail. (Caution: Do NOT present a plot summary.)
7. Proofread your work carefully.

Major Assignment

PLANNING AND DRAFTING

In the spaces below, provide the names of the characters you plan to use in your comparison and the title of the literature in which each character appears.

Character _____ Identify the
Title (or Source) _____

Character _____ Identify the
Title (or Source) _____

There is additional space for Drafting on even-numbered pages.

Major Assignment

REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

There is additional space for Revised Work on odd-numbered pages.

Major Assignment

DRAFTING

Major Assignment

REVISED WORK

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Major Assignment

DRAFTING

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Major Assignment

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Major Assignment

REVISED WORK

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Major Assignment

DRAFTING

Major Assignment

REVISED WORK

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CREDITS

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